DOCUMENT RESUME

ED 151 493 UD 018 050

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TITLE Secondary Credit Exchange, ESEA Title I Migrant: Program Description.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.
PUB DATE [77]
NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS High School Students; *Migrant Education; *Migrants; *Migrant Youth; *Program Content; *Program Descriptions; *Program Evaluation; Secondary Education
IDENTIFIERS *Elementary Secondary Education Act Title I; Texas; Washington

ABSTRACT

This brief report describes how to set up a Secondary Credit Exchange Program. The program allows migrant students following the crops (with their families) from Texas to Washington to keep up with their education by attending night classes. Various program aspects that are discussed in this document include: funding, curricula, materials, staffing, facilities, locating and recruiting of students, preparing for the students, school sessions, closing the terms, and record keeping. The program has four goals: (1) to recruit secondary migrant students who have been attending high schools in other states or areas of Washington and who would otherwise not reenroll in school, (2) to reenroll these students in alternative afternoon or evening classes, (3) to correlate the students' high school schedule with that of their home base school, and (4) to transfer the students' complete high school credits to their home base school. An important aspect of the program is parental involvement. The importance of this program is evident when dropout statistics are examined. National statistics show that migrant students have one of the highest dropout rates of any group of high school students, yet only 2.5% of last year's enrollment dropped out of this program. On a national average only 11% of migrant students enter high school. In the state of Washington, 35% entered high school. (Author/AM)

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ED151493

Secondary Credit Exchange

ESEA Title 1 Migrant

Program

Description

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A Short Introduction

The Secondary Credit Exchange Program allows migrant students following the crops from Texas to Washington with their families to keep up with their education by attending night classes.

The original pilot program was developed by a local school district in 1970. Since that beginning 13 migrant students have earned diplomas while enrolled in the program.

Numerous others have reached their senior year through participation in the night classes and then stayed at their home school in Texas during the senior year to graduate. It is reasonable to say that if the students had not participated in the program in earlier years, they might not have reached their senior year.

The Program has four goals.

1. To recruit secondary migrant students who have been attending high schools in other states or areas of Washington and would otherwise not reenroll in school.

2. To re-enroll these students in alternative afternoon or evening classes.

3. To correlate the students' high school schedule with that of their home base school.

4. To transfer the students' completed high school credits to their home base school.

Students at or above the eighth grade may enroll in the alternative school.

By participating in the program you can help migrant students who otherwise would not graduate on time -- or at all.

The rest of this booklet is devoted to explaining how to establish a successful alternate school program in your district.

Setting Up

Funding

ESEA Title I Migrant funds are available from the Washington State Superintendent of Public Instruction.

Evaluating Your District

How you handle the alternate school depends partly on the number of students you will have.

Alternate schools in the 16 districts currently in the Program range in size from as few as six students to one which has over 100 students. The average size is between 30 and 50 students.

Districts with small enrollments handle the Program as basically tutoring each student individually in accordance with his or her schedule of classes.

The larger schools method of operation will be explained in this booklet. Many of the steps will apply to small schools, also.

Curricula

It has been determined that there is a high degree of correlation between graduation requirements in Texas and Washington. A handbook which outlines differences and similarities between curricula is available from the state project coordinator. It makes recommendations.

It is up to the project director of each school to work with his or her staff to develop the course content for that school's particular project.

Materials

For the most part, materials used in the Porject are loaned by the participating Washington school. On occasion Texas schools have loaned a particular textbook that was needed for course compatibility.

English as a second language materials are usually purchased by the district for this program if none are already on hand. Since most districts have materials only for elementary students, a one-time purchase is often necessary.

It is particularly important to have a full supply of school materials on hand. This would include pencils, notebooks, specialized paper, art and craft materials, shop materials. The students are in the fields from early morning until just before school time and do not have time nor access to school supply facilities.

To expect a student to furnish the most simple of items, such as egg cartons for a crafts project, would put a time delay on the project that would effectively stifle the progress of the particular class.

Staffing

Staff for the projects comes from the district's regular teaching staff.

Teachers are hired on a part-time basis for the duration of the program. A core of teachers is hired who can cover the basic classes of English, mathematics, social studies, science and physical education. Each teacher should be flexible enough to handle more than one subject.

A portion of one staff member's time is devoted to "head teacher" duties: scheduling, supervision, contact with home schools and a close relationship with home contact workers. Classroom aides are used to a varying degree throughout the different programs.

The contact worker is of vital importance. He or she is responsible for establishing and maintaining contact with students and their families.

Since the majority of students are Mexican-American, each local program finds a number of monolingual Spanish speaking students enrolled. This need is addressed by having bilingual staff in the project.

Additional home visitor time is provided for the secondary school. A student-teacher ration is established not to exceed 10:1 in the majority of classes.

Although teachers are selected from the regular staff, a great deal of care is taken in the selection process to assure that the people hired have a thorough understanding of the migrant student and his particular set of circumstances.

Facilities

The regular school plant is used for the secondary program. Almost without exception the high school is used as the facilities that best meet the needs dictated by the curriculum. In past years neighborhood elementary schools have been used on orcasion where distances to the high school made travel a major factor. One attempt to operate school in a labor camp proved unsatisfactory.

School Starts

The following pages will review the operation of a typical program from local planning through completion of the term. The programs have proved effective. A random sampling of students has been monitored at their home base schools and without exception were found to be progressing as expected in their subsequent courses.

Locating and Recruiting Students

State recruitment staff and local district home visitors cover the impact area. Posters are put in labor camps, laundromats, etc., that explain the program and give a contact person and phone number.

The sending schools (Texas, California and other districts in Washington that have previously had students enrolled) are contacted about two months prior to the influx season. Similar posters are placed in these schools and counselors are given a supply of explanatory brochures.

These counselors should be aware of the opportunity of this program by now through previous contact with individuals involved in the Program.

The indentification and recruitment staff is versed in the project's operation, days and hours, site, methods of transportation, etc., and makes an effort to contact every family in a given area.

It is usual for the contact worker to be at school on opening night to help with basic orientation and to help work out any problems that might arise. Since the home visitor is in fairly close contact with the families throughout their stay in the district, this is an important aspect of the program. Students are certified eligible at this time.

Preparing For The Students

The staff meets prior to the opening of school and develops a framework of core classes. The basic time frame is laid and course materials are prepared in a general fashion. Teachers are familiarized with the expected audience as much as possible.

Over a period of years a pattern will develop that gives a reasonable framework for this initial planning. School hours generally run late afternoon or early evening with a total of 10 to 15 hours weekly.

Each teacher is made familiar with registration and scheduling forms and is prepared to work with a portion of the expected students.

Transportation routes are established. Express bus routes have proved the most effective means of getting students to school.

Arrangements are made for opening and closing of the building and any other physical requirements.

Opening Day

Opening day consists of a meeting with the students to review the general outline of the program as planned.

It is not uncommon to find the days or hours of operation modified at this time to meet the needs of the particular group of students.

Each teacher meets with a group of students and works out the scheduling. The students' home school classes are listed and the student is placed in as closely corresponding a schedule of classes as possible. At this time the student is enrolled in the Migrant Records Transfer System.

The contact worker meets with students who have not yet been certified eligible and makes arrangements to take care of this.

After the students leave for the evening the staff meets to rework the schedule and work out conflicts.

The result of opening day should be that the studnt nas a schedule that corresponds with ihe classes the student was taking at his or her home-based school.

The day following the opening session the project director or head teacher contacts the sending school by phone and confirms the students that are enrolled and verifies their schedules. (This is done each time new students enroll as not all will be present on opening night.)

The Regular Session

Students follow their schedule, attending some classes every evening, other only two or three evenings a week. This is determined by teacher testing at the first regular class meeting. Once the placement of the students is determined, the teacher can develop the course based on the needs of the group.

An example of staffing based on student need is as follows:

An English teacher might divide the evening into three classes. The first class would be for all students who have grammar based calsses. The second class would be for students with composition classes. The third class would be for students with literature based classes.

A folder is kept of each student's work. The folders give direction and provide an indication of beginning and end performance as the student follows an individualized program which leads to completion of the course requirements.

Physical education on a recreational basis is offered to every student. The hours of operation of the school are short and classtime is spent in intensive study. The physical education offers students the break needed as well as the opportunity to improve skills in lifetime sports and occasionally have some friendly competition. It is not uncommon to see a student / staff baseball game, or California vs. Texas in soccer.

Elective classes, which are a part of every student's schedule, are based around music, art and crafts and shop. These have consistently been the most difficult to match and considerable flexibility is required on the parts of both the sending and receiving schools.

Closing The Term

At the close of the term the students are tested to measure progress. Report cards are made out and credits are recorded on official transcripts.

Most schools have an end of term activity which has proved to be a popular and fitting end to the school year.

The transcripts are sent to the sending schools and the student is withdrawn from the records transfer system.

The Records

Year end reports showing courses offered, credits needed as compared with credits earned, enrollment and attendance figures, and student and staff questionaires are prepared for submission to the state coordinator's office.

The records kept on file include:

RECORDS	DUE DATE	PERSON RESPONSIBLE
Enrollment	student arrival	local project director
MSRTS	student arrival	records clerk
Attendance	daily	local project director
Verification (Phone with follow-up form)	as occurs	local project director
Grade Reports	end of term	local project director
Transcripts	end of term	local project director or registrar
Enrollment summaries	end of term	state coordinator
Attendance summaries	end of term	state coordinator
Program details (site, hours, staff, etc.)	beginning of term	state coordinator
Report of transcript sent	end of term	state coordinator
Site visitation logs	as occurs	state coordinator
Travel logs	as occurs	state coordinator
Curricular handbooks	prelocal program	state coordinator
Student Questionnaires	end of term	local project director and state coordinator
Staff Questionnaires	end of term	local project director and state coordinator
Parent Advisory Council Minutes	end of term	local project director and state coordinator

Important Aspects Of The Program

There is a Parent Advisory Council that has been involved in the Project since its beginning. Parent involvement should be actively encouraged by each of the schools in the Project.

Each of the participating Washington districts involves its Parent Advisory Council in local planning.

Training the Staff

Project directors and key staff meet for a one-day workshop prior to the influx season. General outlines are reviewed and time is provided for an exchange of ideas between districts.

Representatives from the recruitment staff, migrant records, High School Equivilancy Program and area colleges are also present to explain their programs and offer assistance.

Each district provides inservice for its own staff. This varies from three to eight hours depending on the district. One district involved its staff in a college workshop, (several weekends and evenings) to develop packet curricular material for the following spring's program. Teacher aides are trained through local ongoing inservice programs.

Cost

Sample budget for school of 50 students for 6 weeks, approximately 10 hours per week:

1 Head Teacher, $10.00 per hour (1)	$ 800 (80 hours, 20 extra hours)
4-5 Teachers, $8.00 per hour	$2,140 (60 hours each)
2 Aides, $4.00 per hour	$ 480 (60 hours each)
1 Contact Worker, $5.00 per hour	$ 300 (60 hours)
Materials / Supplies	$ 750
Employee Benefits	$ 560
Transportation (2)	$ 200
Food Services (3)	-0-
Telephone	$ 350
Travel, Staff	$ 300
Travel, Contact Worker	$ 500
	$6,380

(1) Salary range last year was $8-$11 per hour for Head Teacher, $7-$9.50 for Classroom Teachers.

(2) Transportation costs in Washington are 80 per cent paid by basic education.

(3) All food costs can be covered by U.S.D.A.

If a district enrolls students, they claim a proportionate amount of basic attendance money. This must be deducted from the Title I Migrant Grant in order to keep the program supplemental.

As local programs grow they will become more cost effective and still not lose their effectiveness.

It costs very little more to operate a school for 60 students than a school of 50.

As local programs demonstrate success, they will serve as an effective model to encourage neighboring districts to take part.

Two districts ran a cooperative program in 1975-76 and plan to do so again. Three districts within a 20 mile radius of each other are planning a cooperative project this year.

A Closing Note

The meaningfulness of the project is evident when dropout statistics are examined.

National statistics show that migrant students have one of the highest dropout rates of any group of high school students. Yet only 2.5 per cent of last year's enrollment dropped out of the program.

On a national average only 11 per cent of migrant students enter high school. In the state of Washington, approximately 35 per cent entered high school. We believe the Secondary Credit Exchange Program has a lot to do with Washington's above average success in educating migrant students.

(The figures for enrollment in Washington are based on a family census as established by student eligibility forms that are on file for each migrant family.)